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ABSTRACT

Presented is an alphabetical listing of approximately 38 states which gives information on the legal bases for state and local planning, usually conducted by advisory committees, to deliver educational services to handicapped children. Some of the committees' activities are described as presenting status or progress reports, clarifying policies, or conducting surveys relating to identification and location of handicapped children. Noted is the specificity of some states' goals in planning, such as focusing on disability categories, and contrasted is more generalized state planning such as requiring local school districts to submit yearly plans. Enforcement powers are said to differ state to state, often centering on boards of education. Considered in relation to state and/or local advisory boards, which exist in more than half the states, are membership, duties, and functions. Noted is the trend to establish strong planning and advisory bodies in states that have passed "right to education" legislation. (MC)

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LEGAL PROVISION FOR STATE AND LOCAL PLANNING FOR THE DELIVERY OF EDUCATIONAL SERVICES TO HANDICAPPED CHILDREN

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As the opportunities for handicapped children to receive an education expand in the United States, there is an increasing awareness that the degree and quality of this expansion is heavily dependent on the activities of government at all levels and in all branches -- executive, judicial, and legislative. Recognizing government's crucial role in the expansion process and the information needs of persons or agencies involved in or considering change, The Council for Exceptional Children through a grant from the Bureau of Education for the Handicapped, U.S. Office of Education established the State-Federal Information Clearinghouse for Exceptional Children (SFICEC) to provide this information.

The purpose of SFICEC is to identify, acquire, process, selectively retrieve, and disseminate information pertaining to government and the education of handicapped children. In carrying out this charge, SFICEC has developed a computer-based information system for the efficient and accurate retrieval of information.

To disseminate this information, SFICEC develops and distributes information products with material drawn from its data base. The products focus on specific areas pertaining to government and the education of handicapped children and utilize information from the law, administrative literature, attorney general's opinions and actual litigation. Other products discuss key issues and areas of concern to educators, parents, and public policy makers. In addition, SFICEC is also prepared to conduct searches to answer individual specific information requests.

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Alan R. Abeson, Director

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PLANNING

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In over half of the states, law and/or administrative regulations provide for the establishment and maintenance of a variety of planning efforts and activities on both the state and local levels. Most frequently activities conducted under these authorities are carried out by committees and focus on presenting status or progress reports including program analysis and recommendations for change, the clarification of various state policies including the planning and/or conducting surveys relating to the identification and location of handicapped children. Planning efforts in Connecticut conducted in response to the legal mandate requires all of the activities listed above as well as the following:

1. Analyzing the distribution for special education between the state, state operated programs, and local and regional boards of education, together with recommendations for change;

2. Formulating goals, objectives, and strategies;

3. Planning for the recruitment, preparation, and inservice training of professionals, paraprofessionals, and supportive personnel in special education and allied fields including the involvement of colleges and universities, state and local agencies, and any other appropriate public or private organizations;

4. Developing procedures for the identification, screening, and diagnosis of children requiring special education and determining standards related to the provision of their education in local, regional and state operated programs;

5. Delineating personnel responsibilities and the relationship between special education and the total educational program;

6. Analyzing patterns of financial support for special education presently in use and the development of recommendations for improvement.

Planning efforts in some states are directed to specific categories of disability such as in Colorado where plans are being developed for serving learning disabled children. Agencies ultimately responsible for planning also vary from state to state. State and county advisory councils are responsible for preparing plans in Illinois. In Washington the state superintendent is the planning agent and in Connecticut, the state board of education. Planning on a local level is done in most states by local boards of education. In Massachusetts state planning is done by the secretaries of human services and education using advice solicited from the advisory council.

While the examples above indicate specificity of the goals of planning required other states have broader purposes. In Idaho for example the laws and regulations require that local school districts submit projected plans for providing special education in the advance of each year and, only when requested, long range plans and progress reports.

The powers of enforcement alloted to the planning agents is significantly different from state to state. In Alabama for example after adoption of a local plan, it is submitted to the state board of education for approval or disapproval in accordance with state board

regulations. Any modification from the approved plan must be agreed upon by the state board. If the state board disapproves the plan, its representatives will consult with the district in an effort to develop an approvable plan. Plans and/or amendments will be disapproved only when minimum state board standards are not met. If after the negotiation process no plan can be agreed upon, the state board shall impose a plan which becomes binding unless the local board files, within 30 days, a law suit in the circuit court of Montgomery County to restrain enforcement on grounds that it is arbitrary, impracticable, detrimental to the educaiton of exceptional children, or invalid. Compliance with approved plans is the primary responsibility of the state board of education. If a local board fails or refuses to carry out its duties the staff attorney general when requested by any private citizen shall bring a civil suit to require that such duties be performed.

In other states such as Florida no mechanism for enforcement is delineated in the law or regulations. Many of the states,however, have well established procedures for periodically updating plans. Virginia law, for example, requires local school divisions beginning in 1974 to submit an annual report indicating progress in relation to the master plan and also a plan for the following school year.

More than half of the states provide for a state and/or local advisory board. The membership duties and powers of these boards show great variation. In states like Virginia the state advisory council has as members representatives from the state legislature state agencies administering program relating to the handicapped, and five members at large appointed by the governor. Local advisory committees in Virginia are appointed by the school board with representation of community service organizations, such as the PTA, and associations concerned with the retarded and other handicapped children as well as representative from business and industry. In Massachusetts members of local advisory councils are appointed by the department of education. Of the 16 members on each of these councils, at least 8 must be parents residing in the region who have children enrolled in special education programs with more than two of the parents having children enrolled in nonpublic day school programs. The remaining members are selected at large.

The state level advisory commission for special education in Massachusetts must have at least two members, one a parent from each regional advisory council. Representatives of the departments of mental health, public health, and public welfare also serve as ex-officio members of the commission.

The scope of duties of an advisory board may be limited to specific disability areas. In Oregon a state advisory council for emotionally handicapped children reviews all aspects of the state-wide program for the education of those children and also advises the superintendent and state board on these programs. In other states broad functions may be assigned to advisory councils. In Illinois the state advisory council consults with the superintendent regarding all rules and regulations, the functioning of county advisory councils, and the approval and rejection of comprehensive plans submitted by county councils.

In Massachusetts state and regional councils have an even broader charge. The state council must submit an annual report to the department of education evaluating the quality and adequacy of the state special education program and provide recommendations for improvement. Failure of the department of education to implement any of the recommendations requires that an explanation be given to the commission in writing. The bureau responsible for hearing complaints relating to the division of special education will attempt to resolve any disagreemtns between the commission and the department informally. However, if a settlement cannot be reached the state board will conduct hearings to investigate the basis of the disagreement and resolve any remaining disputes between the commission and the department. Regional councils in Massachusetts submit annual reports to the regional divisions of special education evaluating the region's special education program and also are responsible for hearing and transmitting to the state advisory commission complaints and suggestions for special education program improvements in the region. Council members are provided with all information relating to access to special education programs with the exception of confidential information.

Analysis of the laws and regulations relating to planning and advisory boards reveals a definite trend in the establishing of strong planning and advisory bodies in states that have passe 'right to education" legislation. Although in some states the power and duties of these bodies are not expressly outlined, movement to enforceable plans is implicit.

Although the material in this summary is as current as possible, the constant updating and revision in the states of both law and regulations may render some of this material somewhat out of date.

ALASKA

ADVISORY COMMITTEE

State: An advisory committee composed of, but not limited to, persons representing local education agencies, state agencies parent groups, and organizations concerned with program and services for handicapped children is established by the commissioners of education and health and welfare to provide information and guidance for development of appropriate programs and services for handicapped children.

ARKANSAS

ADVISORY COMMITTEE

State: "There shall be an Advisory Council for the Education of the Handicapped which shall advise and consult with the Director of the Department of Education and the Coordinator of the Section for the Education of Exceptional Children, and which shall engage in such other activities as are hereinafter set forth."

The advisory council is to be composed of nine members who are not officers or employees of state agencies and no more than four of whom may be local school district officers or employees. The director of the department of education must appoint the members of the advisory council for three-year terms, except that of those first appointed, three must be appointed for terms of one year, three for terms of two years, and three for terms of three years. Vacancies which leave unexpired terms must be filled in the regular manner for the unexpired period of time, and vacancies as a result of expiration of terms must be filled in the regular manner for three-year periods. Appointees are not eligible for reappointment. The advisory council will have no administrative responsibility or authority, and is to be advisory only.

The advisory council must be composed of persons broadly representative of community organizations interested in the handicapped, professions related to the educational needs of the handicapped, and the general public.

The advisory council must annually elect its own chairman and vice chairman. The coordinator of the Section for the Education of Exceptional Children must meet with and act as secretary to the advisory council and, within available personnel, facilities, and appropriations, must furnish meeting facilities and staff services for the advisory council.

The advisory council must:

1. have an opportunity to comment on rules and regulations proposed for issuance under the Handicapped Children's Act of 1973;
2. consider problems presented to it by the director of the department of education or the coordinator of the Section for the Education of Exceptional Children, and give advice on these problems;

ARKANSAS

3. review required state plans prepared by the Section for the Education of Exceptional Children prior to their submission to duly constituted authorities;

4. make an annual report to the governor, the general assembly, the state board of education and the director of the department of education. The report must be available to the news media for public information purposes. Funds for the publication of this report must be made available by the department of education from its regular appropriations. Available federal and/or state funds may be used for this purpose.

CALIFORNIA

ADVISORY COMMITTEE

State: The coordinating council on programs for handicapped children is composed of the director of education, the director of mental hygiene, the director of mental health, the director of rehabilitation, and the director of social welfare.

The departments involved will cooperate with and furnish any information, records, and documents the council may request and makes available any facilities the council needs and performs other staff services and functions.

The council is responsible for reviewing programs and services offered handicapped children under the age of 21 by state and local agencies and will cooperate and evaluate existing programs. The council is further responsible for preparing and distributing a list describing available services to handicapped children and requirements for obtaining services. The council will file an annual report to the governor and the legislature on its activities and will recommend any needed or proposed legislation giving major attention to orderly and planned growth for programs for the handicapped. The council also serves as an advisory body to the state departments represented on the council and to other state and local agencies when necessary. Any state department or agency, upon request of the council, will cooperate with and furnish information records or documents the council may request in order to carry out these provisions.

COLORADO

PLANNING

State: Prior to February 1, 1973, the department was to have submitted to the general assembly a system including but not limited to, the following:

1. a comprehensive report on successes and failures of "Handicapped Children Educational Act" which includes the number of children served and not served, types of services received, cost of services, sources of funds, and the educational outcomes of these services;

2. definition of all types of learning disability discovered in a "thorough study" of Colorado preschool and school aged children ($186,000 is appropriated to carry out this study);

COLORADO

3. number and general location of children by category of disability, including children with multiple disabilities;

4. a description of the present methods and proposed methods to diagnose children in each category of disability;

5. recommendations of the types of appropriate programs to remediate diagnosed learning disabilities, their cost, and minimum standards for personnel, facilities, materials, and necessary equipment;

6. an analysis of the estimated relative cost-benefit and cost-effectiveness ratios for each of the remediable learning disabilities and interrelationship of economic factors among such ratios;

7. an analysis of the impact of statewide support for learning disability programs on general state support of public education; and

8. an accountability instrument compatible with the established programs under the "Educational Accountability Act of 1971" and which accomplishes the act's purposes for the purposes of remediating learning disabilities.

Local: Every district either singly or in combination with another district or a board of cooperative services must submit a comprehensive plan for the provision of special education to the state board by January 1, 1974.

If a district fails to submit an acceptable plan by the appointed date the state board will, prior to July 1, 1974, devise and recommend a comprehensive plan for the district.

CONNECTICUT

PLANNING

State: By February 15, 1972, the state board of education was to have presented a plan to the joint standing committee on education of the General Assembly for developing and operating regional day and residential programs for children requiring special education, and whose needs could not be met under present public school arrangements. The plan must include feasibility and cost studies.

In addition, the state board must periodically evaluate progress and accomplishments of special education programs. The joint standing committee on education and the state board shall annually review disbursement of funds, types of projects funded, and evaluation of programs. This review is to apprise the General Assembly of the true condition, progress, and needs of special education.

The state board, using present personnel, is required to develop and keep current a five-year plan for implementing special education policy. The plan must include provisions for:

1. A census of children requiring special education showing both total number and geographic distribution;

2. An inventory of personnel and facilities available to provide instruction and other programs and services to children requiring special education;

3. An analysis of the present distribution of the responsibility for special education between the state, the state institutions, and local and regional boards of education, together with any recommendations for change;

CONNECTICUT

4. The formulation of goals, objectives, and strategies;

5. A program for recruitment, preparation, and inservice training of professionals, paraprofessionals, and supportive personnel in special education and allied fields including participation by institutions of higher education, state and local agencies, and any other appropriate public and private organizations.

6. Procedures for identification, screening, and diagnosis of children requiring special education and determination of the criteria for how these children should be educated;

7. Standards for education in town and regional programs and state institutions;

8. A program for developing, acquiring, constructing, and maintaining classrooms, resource rooms, and other facilities;

9. A policy for the roles of private schools and regional programs and services;

10. A delineation of the roles of program personnel and relationship of special education to the total educational program; and

11. An analysis of the present formula, levels, and patterns of financial support for special education and recommendations to insure the maximum use of funds.

The development of the state plan must include participation of representatives from state agencies, institutions, public and private colleges and universities, professional and parent groups and organizations, local school boards and other local government and civic organizations, and the general public. The plan must be submitted to the governor and the joint standing committee on education of the General Assembly by December 1, 1973.

ADVISORY COMMITTEE

State: An advisory council for special education is established to advise the state board and the secretary and to engage in other activities. The advisory council is to be composed of 15 members who are not officers or employees of the state board of education. No more than 4 members may be employees of local or regional school districts. The advisory council must be composed of persons broadly representative of community organizations interested in children requiring special education, parents of the children, practicing members of professionals concerned with these children's educational needs, and members of the general public. The members shall be appointed by the secretary of the state board for three-year terms. The advisory council shall annually elect its own chairman and any other officers. The advisory council members shall serve without compensation but will be reimbursed for reasonable expenses. The state department will provide secretarial and administrative assistance to facilitate the activities of the council. The commissioner for higher education shall also appoint a liaison person to the council. The council's responsibilities shall include:

1. Periodic review of regulations, standards, and guidelines pertaining to special education and recommending to the state board any changes it finds necessary;

2. Comment on new or revised regulations, standards, and guidelines; and

3. Participation with the state board to develop a state plan for the provision of special education. The advisory council shall annually review, with the joint standing committee on education of the General Assembly progress made by the state in serving those children requiring special education, and any recommendations made for the improvement of special education of the state.

Districts may make longterm plans to provide services on a regional basis.

DELAWARE

ADVISORY COMMITTEE

State: An advisory committee apointed by the governor on the needs of exceptional children will serve in an advisory capacity to the state board of education and the board of trustees of the state hospital at Farnhurst.

Local: Local advisory committees, consisting of the principal of the program (who serves as chairman) an orthopedist, a teacher of the orthopedically handicapped, a school psychologist, and other medical, paramedical and educational personnel as deemed necessary, may be established to explore, evaluate and revise methods of planning and executing appropriate educational-therapeutic programs for orthopedically handicapped children. These advisory committees may also determine placement of children.

FLORIDA

PLANNING

State: The superintendent is responsible for recommending the establishment, organization and operation of schools, classes, and services needed for providing adequate educational opportunities for exceptional children in the district, including the recommending of plans for the provision of special education classes, instruction, facilities, equipment, and related services.

Local: Local school boards are responsible for adopting and providing plans for the establishment, organization, and operation of the schools of the districts. This includes an appropriate program of special facilities and services, according to the rules and regulations of the state board of education such as: (1) necessary diagnostic and evaluation services for exceptional children; (2) special instructions, classes, and services, within districts' school systems, and (3) contractual arrangements by district boards with approved private or non-public schools or community facilities.

GEORGIA

PLANNING

Local: Comprehensive planning at the local level should provide for early identification and pre-school programs.

Planning should also provide for administration and financing of special education programs, and should consider available resources at the federal, state and local levels.

School systems are charged with the responsibility for securing a competent survey of the educational needs of exceptional children in their jurisdiction. In addition, each system shall make an educational plan for these children. The law requires that these plans were to be presented to the state department of education within one year after the passage of a bill in March, 1968. A biennial report will be made to the state department of education to indicate the extent to which the plans have been implemented and to report any additional planning.

Each school system should develop its own plan. If the school system is a part of a shared service or multi-system program, these individual plans may be combined into one overall plan. However, a copy of each system's plan shoud be included in

the appendix of the total plan. Each plan submitted to the state department of education will be subject to review by the staff of the program for exceptional children. Recommendations will be made through the instruction committee to the state board of education. Incomplete or insufficient plans will be returned to systems with recommendations for revision and improvement. The following must be taken into consideration in the development of a plan:

1. A plan should be comprehensive: It should account for all exceptional children residing within a school system, regardless of exceptionality and regardless of educational programs and services now available.

2. Each plan should contain a report of current status of educational programs and a plan for expansion of programs which will include all exceptional children in the school system.

3. The plan should take into account major population shifts, economic crises, changing administration, or temporary setbacks in program planning.

4. The plan should demonstrate the commitment of the system to provide programs for exceptional children.

5. The plan should demonstrate that all provisions as defined by regulations are taken into account.

6. The plan should show that all agencies dealing with handicapped and gifted children in any system have been contacted regarding their potential provisions for exceptional children, and when applicable, these provisions should be included in the plan as integral auxiliary units.

ADVISORY COMMITTEE

State: A state advisory council for exceptional children, appointed by the state superintendent with the approval of the state board, and a committee for exceptional children in each school system are established. Each local committee consists of a local superintendent, a local director of special education (who shall be chairman), and at least five additional members who represent professions related to special education services; one committee may be formed to serve the districts. The local committee for exceptional children should be responsible for comprehensive planning at the local level. The local school board should have a written policy, subject to periodic updating, clearly defining the purpose of the committee, identifying the responsibility of each member, and adopting a plan for looking at the effectiveness of committee actions.

IDAHO

PLANNING

Local: By July 10 each year, boards of trustees of all school districts must submit projected plans for providing special education in the upcoming year to the state board. When requested by the state board, districts must submit projected long-range plans and a progress report of special education services provided within a specific district or jointly with other school districts.

A school district or combination of school districts may submit, to the board of education, a plan for the provision of vocational educational services for handicapped students under age 22. The plan may be approved or disapproved by the state board. If approved, the plan is entitled to all the considerations and benefits available by law to the educational programs of the school district.

ILLINOIS

PLANNING

Local: County advisory councils are responsible for planning, beginning at primary level and extending through high school. The planning must provide for specialized supervision, for pre-vocational and vocational training and counseling, for consideration of services and facilities operated by other state agencies, and for showing relationships to school personnel who are not directly concerned with special education. Planning must also be made to provide programs for the various categories of exceptional children according to state guidelines.

ADVISORY COMMITTEE

State: At the state level there is a special educational advisory council on education of handicapped children consisting of seven members appointed by the superintendent of public instruction for seven-year terms. The directors of the department of children and family services and the department of mental health are ex-officio members of the council because of those departments' responsibility for residential special education services. The advisory council consults with the superintendent of public instruction regarding all rules and regulations, the functioning of county advisory councils and the approval and rejection of completed comprehensive plans submitted by the county special advisory councils.

Within 60 days after receiving plans, the council must consider any regulation or plan proposed by the superintendent of public instruction or any special education advisory committee. The superintendent of public instruction shall select an employee from his office to serve as executive secretary to the council.

Local: The superintendent of schools in each county shall appoint a seven-member special education advisory council. The members hold office for four years. Appointees must be selected, as much as possible, on the basis of their knowledge or experience in the education of handicapped children. The county superintendent acts as executive secretary to the advisory council. The council must meet at least four times in each calendar year and is responsible for reporting to the superintendent of public instruction a comprehensive plan providing "a good common school education" for all resident handicapped children.

Advisory councils of two or more counties may cooperatively complete their plans when such an approach seems desirable due to "population sparsity, geographic factors, or because of other substantial reasons." The superintendent of public instruction is responsible for providing competent professional consultants to the advisory committees.

INDIANA

PLANNING

Local: By July 1971, all school corporations were to have submitted to the state superintendent a comprehensive plan delineating how all resident handicapped children are to receive special educational services. School districts were allowed to cooperatively draw up a plan for a joint school serices program to meet the needs of all handicapped children within their jurisdiction. This approach was to be used because of population sparsity, geographic factors, or other substantial reasons which made it desirable. When formulating plans, school districts were to consider programs operated by the

state board of health and department of mental health. Professional consultant assistance to local school corporations was available from the superintendent of public instruction.

In order to carry out the comprehensive plan development requirements, the state advisory council for special education has recommended that local planning committees be formulated and be given the responsibility of preparing the comprehensive plan. Members should be selected in order that a truly representative group may have a part in plan development. There is no minimum or maximum number of requirements for membership of the committee.

Procedural Steps in Comprehensive Plan Preparation-

1. Schoo superintendent(s) appoints local planning committee(s)
2. Committee prepares background information
   a. Estimate number of children by category of exceptionality
   b. Survey existing special education facilities and services in school, community, and region
   c. Study school, community, and pupil data records
3. Committee prepares plan draft
   a. Collect additional data on children, facilities, and services
   b. Determine professional and para-professional personnel needs and facility needs
   c. Consider alternatives in programming to meet needs
   d. Circulate tentative plan to all school corporations participating in a joint school services plan
4. Committee submits preliminary plan to state advisory council
5. State advisory council returns preliminary plan with suggestions
6. Committee completes final plan
   a. Obtain approval of local school board (or) boards
   b. Submit plan to state advisory council

Joint Service Programs- At the initial meeting of the planning committee, the regional consultant should be present to provide general and technical information pertaining to the administrative and financial structure of existing joint service programs in the state. The consultant will also have available, data relative to the approximate numbers of children in each exceptionality area from each of the possible participating school corporations.

Following the initial meeting, the committee should be concerned with determining the scope of the proposed program.

Once the scope of the program is determined, the probable participating school corporations must select an administering school corporation.

Once the administering school corporation has been selected, the members should draw up a joint agreement which they, as a group, unanimously approve. The joint agreement must then be approved by the school boards of each of the participating school corporations.

ADVISORY COMMITTEE

State: A state advisory council appointed by the superintendent assists the department of public instruction in developing a statewide plan for free public school

education for handicapped children. Because of the responsibilities of the state departments of health and mental health for residential special education programs, the commissioner of health or his designate and the commissioner of the department of mental health or his designate are ex-officio members of the council. Members are selected on the basis of their knowledge of, or experience in, problems of educating handicapped children. Further responsibilities of the state advisory council include advising the superintendent and the commission on general education regarding all rules and regulations, recommending approval or rejection of completed comprehensive plans of the school corporations, and recommending to the superintendent and the commission on general education a comprehensive plan meeting the needs of handicapped children. In the event any school district did not complete its plan by July 1971, a plan developed by the state council was to have been disseminated to all school corporations affected by the plan. This plan is to be considered advisory only. Any plans proposed by school districts must be considered by the council within 60 days after their receipt. The director of special education acts as executive secretary to the council and furnishes any professional and necessary clerical assistance.

Local: In joint service programs, the advisory committee is comprised of at least one representative appointed by the governing board of each participating school corporation and the director of special education, if and when employed, (who will usually serve as executive secretary). Representatives are appointed by their respective governing boards. The superintendent is usually appointed by the governing board to serve as the corporation's representative on said advisory committee.

This advisory committee's role is to establish policy in broad areas relating to the joint service program, within responsibility areas as delegated by the participating governing boards, and to keep their respective school boards informed of on-going joint service programs. All major planning, such as yearly plans for program expansion, is approved by the advisory committee prior to approval by the school boards of each of the participating corporations. Following the employment of a director, the advisory committee will offer their cooperation and assistance to said director. The development of major program policies, which influence the direction, growth, and development of the joint service program will be presented to the advisory committe for approval, prior to implementation.

The number of meetings the advisory committee schedules per year will vary, depending upon existing need. However, four meetings per school year is considered a minimal number necessary to conduct routine responsibilities. Special meetings may be called to handle crucial situations. It is recommended that the representative of the administering school corporation chair this meeting. The chairman and/or director of special education should have the authority to call a meeting of the committee at any time, providing a notice of the proposed meeting is delivered to the members sufficiently in advance.

IOWA

PLANNING

Local: To initiate, organize, and operate services for children requiring special education, local educational units must:

1. Initiate special education services only after careful planning which insures sound establishment of such services, proper identification of children, meeting of required standards, and continuity of instruction which includes followup activities at all levels.

2. In planning, specifically consider the number of handicapped pupils necessary to accommodate appropriate groupings, and provide for appropriate and continuing identification procedures. Evidence of adequate planning must be made available to the division of special education upon request and must be considered in the approval of special education services.

KANSAS

PLANNING

State: Mentally Retarded- The Administrative Planning Group is responsible for working with planning commission recommendations and placing them in an administrative hierarchy of objectives. They may range from objectives of immediate concern, through those attainable but withheld for consideration within the first period of time, to those to be developed in the future. This permits the restructuring of objectives as well as continuation, deletion, and addition of old and new objectives to provide for implementation resulting from insights gained through development and practice. Membership of this group must include a chairman, who must be a program director or coordinator of programming in mental retardation and a state department of education staff member; a local director of special education; a teacher leader or curriculum specialist for mentally retarded at the local level; an instructional materials center representative; and a teacher trainer of mental retardation.

The curriculum planning commission reviews state activities and provides a critical review in order to make recommendations for the administrative planning group. This requires up-to-date written summaries from each workgroup chairman and from the program director in mental retardation. These summaries must include accomplishments and related problems as well as new discoveries and insights. The Director of Special Education or the Program Director in mental retardation, State Department of Education, shall call the group into session at least twice and no more than three times a year. Membership of this commission must include:

Chairman.....	to be selected by membership
One.....	superintendent of local school districts and/or assistant superintendent with consideration for all geographic regions and avoiding duplication from any one district
One.....	supervisor and/or director of general curriculum at local school district level
Three.....	teacher leaders of mentally retarded, one from a private school or hospital setting

KANSAS

Two ..... directors of special education from local school districts or regional cooperative programs

One ..... local school district school psychologist to be selected from their own professional organization

One ..... teaching supervisor or coordinator of curriculum for the mentally retarded with total district representative

One ..... director of associate instructional materials centers to be selected by their own professional group

One ..... specialist in mental retardation from teacher training programs to be appointed by their own administrative organization

One ..... media specialist from local district or cooperative program

One ..... representative from the local level area vocational-technical school to be selected by their own local organization

One ..... representative from preschool education to be selected by the local professional organization

ADVISORY COMMITTEE

State: A coordinating council for handicapped children is established to coordinate programs for all handicapped children under age 21. The council is responsible for maintaining a directory of services available for the handicapped in Kansas, distributing information to parents, doctors, and other persons concerning these services; initiating coordinated planning by and between agencies and departments, private associations, organizations, and corporations; maintaining records and information concerning handicapping conditions, and recommending to public and private agencies working with the handicapped need for additional services. The council's membership consists of the director of special education, a representative of the crippled children's commission, the director of the division of maternal and child health of the state department of health, the director of child welfare services of the state department of social welfare, the coordinator of children's services of the division of institutional management of the state department of social welfare, the director of the state division of vocational rehabilitation of the state department of social welfare, the director of the division of services for the blind of the state department of social welfare, the superintendent of the state school for the deaf, the principal of the state school for the visually handicapped, a representative of the Kansas University rehabilitation unit of the medical center, representative of the Kansas Association for Mental Health, a representative of the Kansas Cerebral Palsy Association, a representative of the Kansas Association for Retarded Children and a representative of the Kansas Coucnil for Children and Youth. By November 30 of each year, the council will submit a written report of its activities, studies, and proposals to the governor. Copies of the reports will also be given to all agencies and organizations having membership on the council and the proper committees of the legislature.

A coordinating council for the blind has the same purposes relating to the blind as the council for the handicapped has for all handicapped children.

KENTUCKY

ADVISORY COMMITTEE

State: The governor, upon recommendation of the human resource coordinating council, appoints one person involved in the training of exceptional children, one person from the department of education, and nine other citizens to the state task force. No more than five professional special educators may be on the task force. Non-profit organizations with statewide membership and whose purposes include the fostering of programs for the handicapped may submit recommendations to the council. Representatives from each department on the human resources coordinating commission and the medical director of the commission for handicapped children shall serve in an advisory capacity to the task force.

The powers and duties of the task force include:

1. surveying needs and available resources for special education training and related services for exceptional children;
2. recommending regulations to the department of education and other departments dealing with exceptional children;
3. employing independent professional organizations and staff for services not readily available;
4. fixing the terms of service of members of regional task forces;
5. receiving and evaluating reports of regional task forces, and making and receiving recommendations to and from regional task forces and regional councils;
6. assuming the powers and responsibilities of any regional task force, in the judgment of the state task force, cannot or will not fulfill its functions, powers, or responsibilities, and
7. making recommendations to the council, to school boards, to governmental agencies, to the legislative research commission, and to the legislature with respect to special education programs and related services for exceptional children. Such recommendations may relate to, without limitation, the recruitment and training of, and assistance to, teachers in special education facilities, the transportation of special education students, and the establishment of special education facilities within the time limitations imposed by the act.

Local: Regional task forces, appointed by regional human resources councils, will be established to assist the state task force in ascertaining needs, evaluating resources, and recommending plans for statewide programs for exceptional children.

By July 1, 1971, each regional task force has to submit a plan for the implementation of special education programs and coordinated services for exceptional children through the regional human resources council to the state task force. If one or more regional task forces failed to submit their plan, the state task force was to prepare a plan and submit it to the regional human resources council and the state council. By December 1, 1971, the task force shall submit its final reports and recommendations to the human resources coordinating commission, and the council, in turn, submits the report to the governor, state board of education, and the legislative research commission.

LOUISIANA

ADVISORY COMMITTEE

State: A 10-member commission on the mentally and physically handicapped is composed of the director of the state library for the blind and physically handicapped, the commissioner of the mental retardation division of the department of hospitals, the director of the department of health, the commissioner of welfare, the director of special education of the state department of education, three members from the House of Representatives chosen by the speaker, and two members of the Senate chosen by the President.

The commission is charge with the responsibility of coordinating existing programs in the areas of the mentally and physically handicapped and exploring the possibility of consolidation of these programs. In doing so, the commission will work with groups such as the mental retardation planning council and others in an effort to give them assistance and to receive counsel for the implementation of their own plans and recommendations.

MARYLAND

PLANNING

Local: Each county board of education must plan an adequate educational program for each school-age handicapped child residing within its boundaries.

ADVISORY COMMITTEE

State: By joint resolutions, the legislature of the state of Maryland requested the governor to abolish the governor's interdepartment council and advisory committee on the handicapped and appoint a commission to study the needs of the handicapped, with the commission not composed of more than 15 members including representatives of the medical and teaching professions, state and local administrative agencies, interested volunteer organizations, and the General Assembly. The legislature has expressed the feeling that for the purposes of coordinating all necessary programs and services for handicapped citizens a group of individuals free from bureaucratic entanglement can better carry out the function.

MASSACHUSETTS

PLANNING

State: The secretaries of the executive offices of human services and education must jointly submit an annual report to both the governor and the legislature to evaluate the success with which their departments have cooperated to implement the legislation establishing the state and regional advisory councils and submit any recommendations for approving the ability of this state to meet the needs of such children.

ADVISORY COMMITTEE

State: Because present inadequacies and inequities in providing special education services have resulted largely from a lack of significant parent and lay involvement in overseeing, evaluating, and operating special programs, this act is designed to insure this involvement by creating regional and state advisory committees with significant powers and specifying an accountable procedure to evaluate each child's needs before placement in a program and periodically thereafter.

MASSACHUSETTS

A state advisory commission for special education will be formed consisting of two members elected from each of the regional advisory councils, at least one of who, will be a parent or guardian of a child receiving special education. The commissioners of the departments of mental health, public health, and public welfare will each appoint a representative to serve as an ex-officio member of the commission. Members will be reimbursed only for necessary expenses incurred in the preformance of their duties. The commission shall submit an annual report to the department evaluating the quality and adequacy of special education programs and recommending any improvements. The department will implement the recommendations of the commission or will state in a written reply why the recommendations cannot or should not be implemented. In these circumstances, the bureau responsible for hearing complaints and conducting investigations in the division of special education will attempt to resolve the disagreement informally; however, if a settlement cannot be reached the state board will conduct public hearings to investigate the basis of the disagreement and resolve any dispute between the commission and the department.

Local: In each region there must be a special education advisory council consisting of at least 16 members appointed by the department after consulting with the regional branch director. At least eight of the members must be parents residing in the region with children in special educational programs; however, no more than two parents may have children not attending public school day programs. Each member is appointed for three years and none may be appointed for more than two consecutive terms. Each council shall advise the regional branch regarding all aspects of special education within the region and will submit a written annual report on the quality and adequacy of the region's program to the state advisory commission. In addition, the council shall hear and transmit to the state advisory commission complaints and suggestions of persons interested in special education in the region. Council members shall be granted access to special education programs and information about these programs subject to the board restrictions regarding confidentiality. The regional branch of the division of special education will assist them in carry out these duties. Members of the council will be only reimbursed for necessary expenses by the state.

MICHIGAN

PLANNING

State: Beginning with the 1973-74 school year and continuing thereafter, the state board must:

1. develop, establish, and continually evaluate and modify in cooperation with intermediate school districts a state plan for special education providing for the delivery of programs and services to develop the maximum potential of handicapped persons and coordinating all programs and services;

2. require intermediate districts to submit plans according to subdivision (a) of section 298c and approve these plans;

3. establish rules for the requirements of the plans and procedures for submitting them;

4. have submitted a preliminary plan to the legislature by July 1, 1972; and

MICHIGAN

5. have submitted the final plan to the legislature by March 1, 1973. The final plan shall include recommendations for funding of special education programs and services.

Local: Intermediate boards may and for the 1973-74 school year and thereafter must develop, establish, and continually evaluate and modify in cooperation with its constituent school districts, a special education plan providing for delivery of special education programs and services to develop to the maximum potential all handicapped persons. The plan must coordinate all special education services and programs operated or contracted for by constituent districts and was to have been submitted to the state board for approval by November 1, 1972.

In 1970 every school district operating schools was required by law to conduct a survey and present a plan for meeting the educational needs of its resident handicapped children and youth.

Both local and intermediate school district plans (in 1970) were to have included the following:

General philosophy and/or approach to meeting the educational needs of resident handicapped children and youth.

Summary of the educational needs of all resident handicapped children and youth based on the survey.

For each disability area the following information should be provided:

Age ranges to be served

Numbers of children in each age range in this disability area.

Names and addresses of the school districts and/or community agencies with whom cooperative programs for each age range are planned.

MINNESOTA

ADVISORY COMMITTEE

State: A state advisory board on handicapped, gifted, and exceptional children, consisting of 12 members appointed by the governor, is created to serve in an advisory capacity to the state board of education, the commissioner of public welfare, and the state board of health. The board will aid in formulating policies and encouraging programs for exceptional children. It is also responsible for continuously studying the needs of exceptional children.

MISSISSIPPI

ADVISORY COMMITTEE

State: A special education advisory committee is selected by the state board of education.

MONTANA

PLANNING

Local: School district officials plan, budget and apply for new or anticipated special education classes. The state superintendent approves or disapproves the application.

ADVISORY COMMITTEE

State: The superintendent of public instruction may appoint a volunteer board of various exceptional child specialists, to whom the supervisor of special education shall, periodically as directed by the state superintendent of public instruction, report and from whom he may receive counsel.

NEW HAMPSHIRE

PLANNING

State: An approved plan for the education of handicapped children will be submitted by the state board of education to school districts. The school districts may employ this plan to educate handicapped children capable of benefitting by instruction or training within the specific districts.

NEW JERSEY

ADVISORY COMMITTEE

State: The commissioner will appoint biannually an advisory council consisting of at least seven but no more than 15 representatives of professional and lay interests. The council will advise in the promulgation of rules, regulations, and implementation of the special education laws, and establishment of standards and qualifications for professional personnel. Appointments to the council must be approved by the state board.

NEW MEXICO

PLANNING

State: The state board is required to adopt and keep current a state plan of special educational policy, programs, and standards.

NORTH CAROLINA

ADVISORY COMMITTEE

Local: Emotionally Disturbed, Learning Disabled- An advisory council with members broadly representative of individuals and community agencies having responsibility for the education and socialization of children should be formed to assist and advise in the development and evaluation of the program. (Representatives might include general educators, juvenile correction authorities, parents, legislators, special educators, and social and mental health services personnel.)

NORTH DAKOTA

ADVISORY COMMITTEE

State: The state board of public school education constitutes the advisory council on special education.

The advisory council, acting through the office of the superintendent of public instruction, establishes general state policy cooperative special education program coordinating all available services. It must cooperate with private agencies, soliciting their advice and cooperation in the establishment of policy and in the coordination and development of special education programs. With the approval of the advisory council and in accordance with the provisions of this Act and the policy of the council, the director of special education must prescribe rules and regulations for the special education of exceptional children and for the administration of this Act and he must assist the school districts of the state in the inauguration, administration and development of special education programs; establish standards and provide for the approval of certification of schools, teachers, facilities, and equipment.

OHIO

PLANNING

State: Approval of funds for special education programs will be contingent upon approval of a comprehensive plan for special education approved by the state board no later than July 1, 1973. The state board may not approve a school district's plan unless the proposed plan meets the educational needs of handicapped children in that school district and other districts in the same area. Each district must submit a plan to the state board by December 1, 1972, containing the following:

1. Provision for an organizational structure and necessary staffing for the identification and placement of handicapped children in appropriate programs.
2. Provisions for an organizational structure for the necessary supervision and staffing of programs and services.
3. Provision for the programs and services necessary to meet the educational needs of every handicapped child in the school district in accordance with standards and eligibility criteria of the state board.

When approving the organization of special education, the state board must provide that no school district be excluded from the state-wide plan. A district may have a plan providing for a cooperative arrangement with one or more other school districts to provide classes or other special programs of instruction for all physically, emotionally and mentally handicapped children resident of that school district; or a district may contract with another school district for service in such classes which meet the established standards in compliance with this section.

The state board must submit an interim report no later than February 1, 1973 to the chairman of the House and Senate Committees on Education containing the board's preliminary recommendations for implementing the comprehensive plan. The report must include but is not limited to the following items: an analysis of the kinds and extent of special education services to be provided through the comprehensive plan, cost projections for implementing the plan, and an analysis of the availability of qualified personnel to implement the plan. The chancellor of the Ohio board of regents

shall provide to the state board upon request any information the board deems necessary to analyze personnel availability.

OREGON

PLANNING

Local: Planning is the responsibility of the school districts; however, the state board of education offers consultation services. A district's plan would include but would not be limited to statements about: (a) identification and referral procedures, (b) eligibility criteria, (c) administrative and operational guidelines, (d) a description of the instructional program, (e) facilities, (f) supplies and equipment, (g) staff requirements, (h) transportation, (i) other agencies and organizations, and (j) any community problems involved in the operation of the program. In addition to these considerations, the district should describe how the program will be supervised and administered.

ADVISORY COMMITTEE

State: A state advisory council for emotionally handicapped children with nine members appointed by the state superintendent is established. The members must include one member or representative of the state board, three parents of emotionally handicapped children, and educators and professional persons associated with the diagnosis and treatment of emotional problems. All members except the members of the state board must be members of local advisory councils and representative of all geographic areas in the state. The superintendent shall consider recommendations of the local council when making appointments. The state council will review all aspects of the statewide program for educating emotionally handicapped children and advise the superintendent and the state board on these programs.

Local: Every school district, combination of districts or intermediate education district operating a special program for emotionally handicapped children must appoint a local advisory council consisting of at least five but not more than seven members including two parents of emotionally handicapped children. The other members shall be educators and professional persons associated with the diagnosis and treatment of emotional problems. The advisory council shall select its own chairman and vice chairman and fix the duties of its officers. Local advisory councils will review all aspects of the special program and report to the local board(s) or to the intermediate education district. The local councils will also recommend to the superintendent appointments for the state advisory council for emotionally handicapped children.

PENNSYLVANIA

PLANNING

Local: In 1970 intermediate units, either cooperatively with others or with school districts, were to have prepared and submitted to the superintendent of public instruction for his approval or disapproval, plans for the proper education and training of all exceptional children. These plans are subject to revision, when conditions warrant, with the approval of the superintendent of public instruction.

SOUTH CAROLINA

PLANNING

Local: All school districts individually or in combination with other districts must conduct a survey of the educational needs of all handicapped children within their jurisdictions and with the assistance of the state department devise an educational plan for handicapped children. This plan must provide instruction through the use of resource rooms, crisis teachers, itinerant teachers, diagnostic-prescriptive teachers, self-contained classes or other models approved by the state department. The plan must be presented to the department for approval within one year after the effective date of this act. An annual report must be made by each district to the department to indicate the extent to which the plan has been implemented and to report additional planning.

The board of trustees of all school districts, upon approval of their plan, must establish and operate programs insuring an appropriate education for each handicapped child within their district and must maintain adequate records of the training and services provided and the children participating in the program. When a school district cannot satisfy these requirements because there is an insufficient number of resident handicapped children, the district may contact with other districts within the state or with school systems or institutions outside South Carolina maintaining approved special educational facilities. The sending district must document this lack of numbers and receive prior approval from the state department. The sending district may contract and pay the receiving district or institution the per capita costs of instruction, special equipment, and special services not reimbursed to the receiving district by state, federal, other monies plus the cost of transportation and of maintenance if the nonresident child must reside away from home. The district entering into the nonresident contract arrangements approved by the state department is reimbursed by the department for tuition fees, transportation, and books not exceeding the per pupil cost of educating a handicapped child of identical age in the public schools. Special arrangements for multiple handicapped children for whom special appropriations are provided because of the severity of their handicaps may be made with the department. District and state educational agencies are required to cooperate with other agencies in the state, both public and private, interested in working toward the education, training, and alleviation of the handicaps of handicapped children. All such agencies are authorized to accept gifts or donations from private agencies.

TENNESSEE

PLANNING

State: The commissioner, acting through the division for the education of the handicapped, is responsible for making and keeping current a plan to implement this act. The plan must include provisions for:

1. A census of all handicapped children showing both the total number of children and their geographic distribution;
2. Diagnosis and screening of handicapped children;
3. An inventory of the personnel and facilities available to provide instruction and services for handicapped children;

4. An anaylsis of the present distribution of the responsibility for special education between state and local systems and general units of local government together with any recommendations for changes in the distribution and responsibility;

5. Identification of the criteria for determining how handicapped children are to be educated;

6. Standards for the education of all categories of handicapped children in regular schools or school districts and in state institutions including methods of assuring that the education afforded the handicapped will be nearly equivalent to that afforded to nonhandicapped children and will take into account the special needs of the handicapped;

7. A program for the preparation, recruitment, and inservice training of personnel in special education and allied fields, including appropriate participation by institutions of higher learning, state and local agencies, and any other public and private entities with relevant expertise;

8. Programs to develop, acquire, construct, and maintain facilities;

9. A full description of the state plan providing special education to all handicapped children including each of the matters listed here and any other necessary or appropriate matters; and

10. Any necessary additonal matters including recommendations for amendments of laws, changes in administrative practices and patterns of organization, and changes in levels and patterns of financial support.

This plan was to have been presented to the governor and the general assembly and made available for public distribution no later than October 2, 1972.

Any amendments or revisions after the first submission must be submitted to the governor, general assembly, and public as least 90 days prior to the convening of the regular session of the assembly. All plans submitted after the initial submission must detail progress made in fulfilling the plan and in implementing the policy of this act.

Local: By July 1 annually each school district must report to the commissioner and the state board the extent to which it is providing special education for handicapped children. The report must detail the means by which the school district or political subdivision proposes to secure full compliance with state policy including:

1. statement of the extent to which the district is directly providing necessary education and services;

2. a precise statement of the extent to which standards for normalization are being enforced; and

3. an identification and description of the means the school district or political subdivision will employ to meet state standards for all special education not provided directly by the state.

In addition to the annual report, the school district must submit any supplemental reports required by the commissioner and state department to keep the plan current. The state department will prescribe the due dates, the forms, and any other necessary matters relating to these reports.

Handicapped children receiving special education in state facilities continue to be the planning responsibility of the school district of residence. The school district

must keep records for each child including the nature and degree of his handicap and the way in which his educational needs are being met.

The first phase of the plan which began within sixty days of the approval of this act was a census of persons who if thereafter certified by a specialist would probably qualify as exceptional children. The census must show the name, age, sex, and type of exceptionality of each child. All the data descriptive of an individual person must be maintained in strict confidence. Individual data will not be made available to anyone except the survey takers in connection with those individuals reported by them, the appropriate superintendent and his staff, the appropriate school principal, and any other person designated in regulations adopted by the state board, and under the conditions adopted by the state board. The first phase also includes a survey of existing programs, services, and facilities together with a study of current national trends in providing services for exceptional children. The study includes not only appropriate instructional services, such as instructional resource and tutorial programs, but also physical facilities including portable classrooms necessary for exceptional children.

The second phase of the plan could begin as early as sixty days after approval of the plan by the state department and could operate in conjunction with the census and surveys. This is a program of training professional and paraprofessional personnel. It is to begin within six months after the approval of the act. This phase provides for the initial training and the retraining of selected professional and paraprofessional personnel (teacher aids), in accordance with the need for such personnel as revealed in the census taking into account the personnel already available. The training programs should not be limited to new teacher recruits but also include experienced special education teachers in a well planned sequential training program emphasizing a teacher as an educational diagnostician and a planner and utilizing teacher aids to assist in the implementation of the program. As much as possible training programs should be in-house, using qualified local school district staff as well as university personnel. "The teacher training program should demonstrate a philosophy in a school environment and atmosphere, minimizing labeling and emphasizing the child as a part of rather than apart from."

The third phase of the implemental plan is the establishment of special educational classes and services to those handicapped children and youth residing within the school district and/or system. The local school system and/or district will make provisions enabling continuous progress so that a full program of special education services will be provided for all handicapped children and youth by the beginning of the 1974-75 school year.

Within sixty days of the effective date of this act all school boards must prepare and adopt an incremental plan for the implementation of appropriate instruction and special education services including a procedure for certifying exceptional children by specialists. The plan is then submitted to the state board. The plan is binding upon the local school board and must be adhered to unless subsequent modifications are approved by the state board. If the state board disapproves a plan, representatives of the state board must consult with and advise the local board in an effort to formulate a

plan which can be approved. If no plan is agreed upon, the state board within thirty days must provide a plan to be adhered to unless the school board within thirty days thereafter files suit in the circuit court of Davidson County in equity to restrain the enforcement of the plan on the ground that it is arbitrary, impracticable, detrimental to the education of exceptional children, or invalid. Only the specified court has the jurisdication in these suits and all suits will be given a preferred setting.

All state and local plans must take into account the advantages and disadvantages in providing special education to particular kinds of handicapped children through cooperative undertakings with other jurisidctions. The state or a school district may enter into agreements with other school districts or states to provide special education, but a child receiving special education outside the district of his residence continues to be the responsibility of the school district and does not relieve the school district of compliance with the requirements of this act. Agreements may include furnishing of educational and related services, payment of reasonable costs, making of capital contributions toward the construction and renovation of joint or common facilities regularly available by one party jurisdiction, and the furnishing of or responsibility for transportation, lodging, food, and related living costs.

Any child and his family given educational or related services continues to have all civil and other rights he would have if receiving educational or related services within the subdivision of the school district where hw would normally attend public school. No agreement made on this section is valid unless containing such a provision.

ADVISORY COMMITTEE

State: The advisory council for the education of the handicapped will advise and consult with the governor, commissioner of education, state board, and director of the division. The advisory council is composed of nine members who are not officers or employees of state agencies. No more than four of these nine may be officers or employees of school districts. The governor will appoint the members of the advisory council for three-year terms. The advisory council must be composed of persons broadly representative of community organizations interested in the handicapped, professions related to educational needs of the handicapped, and the general public. The chairman and vice chairman of the council shall be elected by its own members. The director of the division of education of the handicapped meets with the council and serves as secretary to it. With available personnel and appropriations the director will furnish the meeting facilities and staff services for the council. The department of education must regularly submit as part of its budger a request sufficient to cover operating expenses of the advisory council and of its members in connection with their attendance at meetings and advisory coucnil activities. The council shall also:

1. Comment on proposed rules and regulations;
2. Consider any problems presented to it by the governor, commissioner, state board, or the director of the division for the education of the handicapped;
3. Review the state plan prior to its submission to the governor and legislature; and

TENNESSEE

4. Submit an annual report to the governor, legislature, and state board.

The report will be available to the general public and must present the views of the council on the progress or lack of it made in special education by the state, it agencies and institutions, and school districts during the preceding year.

TEXAS

PLANNING

Local: Accredited local school district applying for foundation school program funds in special education must develop a comprehensive plan which shows the orderly development and operation of the program over a five year period. An annual evaluation of the special education program shall also be made, including parts prescribed by and submitted to the Texas Education Agency.

The special education five-year planning document is required by the State Board of Education and is kept in duplicate on file at the local school district. Review of the planning document may be requested at any time by the Texas Education Agency for monitoring or other purposes. The format of the document is in accordance with the guide as developed by the Texas Education Agency.

On or before July 15, of each school year, each local school district is required to return the Annual Special Education Statistical Report. This report form is provided by the Texas Education Agency before the beginning of the school year. This form is designed primarily to evaluate the quanitity of special education services. Various quality studies sampling certain school district may be carried out during the year in addition to the Annual Special Education Statistical Report.

Directions for planning and evaluation may be found on the Five-Year Planning Document and in the Annual Special Education Statistical Report.

ADVISORY COMMITTEE

State: Two advisory councils appointed by the governor are presently in operation. They are the advisory councils for language handicapped children and for children with learning disabilities. The council for hanguage handicapped children must file its final report by 1972 and the committee for children with learning disabilities, by 1974.

UTAH

ADVISORY COMMITTEE

State: An advisory committee appointed by the governor consisting of one representative each from the state board of education, state division of health, state division of welfare, a state institution of higher learning for teacher training, a state senate, and state house, as well as three citizen members of a national or state association interested in the handicapped will study the needs and recommend programs for handicapped children to the state board, state division of health, and state division of welfare.

In order to assist the state board of education to become aware of the needs of the visually handicapped and to promote training and rehabilitation programs for visually handicapped adults, to assist the visually handicapped to secure employment, and to further their general welfare, an advisory council to the division of services for visually handicapped is established. The council consists of seven members, at least three of whom are visually handicapped, appointed by the governor with the advice and consent of the Senate. The members will serve without pay or compensation but will be paid actual expenses. Meetings of the council must be held at least quarterly at the office of the state board of education upon the call of the state superintendent of public instruction, the division for the blind, or the chairman of the council. One member of the professional staff of the state board will be assigned to act as secretary of the council and will supply the council with stationery and other necessary supplies. The council will make suggestion and advise the division and the state board, It is the duty of the division and the board to receive and consider the suggestion and advice of the ocuncil. Information in detail regarding all services and programs for the visually handicapped must be submitted to the council by the state board.

VERMONT

ADVISORY COMMITTEE

State: An advisory council consisting of the commissioner, the director of special education, and other representatives from the department and agencies dealing with children having special problems, and parents of these children. The commissioner shall determine the size of the council and the period of service for members.

He shall also serve as chairman of the council. The council must meet at least annually at the call of the chairman and any other times at his call.

The council may recommend general state policy for special education and will work to insure a cooperative special education program coordinating all available services. The council must cooperate with private agencies soliciting their advice in establishing special education program policy.

Every two years the commissioner shall report to the general assembly regarding the education of handicapped children. The report must include a current census by school district, the extent to which the needs of handicapped children are being met, recommendation to fulfill the unmet needs of handicapped children, and an account of expenditures for special education.

VIRGINIA

PLANNING

Local: Each school division must make a comprehensive survey of handicapped children's educational needs within its jurisdiction and prepare and submit to the board by July 1, 1973, a plan for the proper training and education of all handicapped children in accordance with state board rules and regulations. Each division shall thereafter submit an annual report indicating the extent to which the plan has been implemented and a plan for the following year.

ADVISORY COMMITTEE

State: An overall advisory council on needs of handicapped children and adults consisting of 18 members appointed in the following manner: 2 members from the senate; 3 from the house of delegates; one each from the department of education, department of health, department of mental hygiene, commission for the visually handicapped, Medical College of Virginia, medical college of the University of Virginia, department of welfare and institutions, department of vocational rehabilitation; and five members-at-large appointed by the governor shall continuously study the handicapping problems of children and the various phases of programs for handicapped persons. They will recommend to the agencies represented on the council the council's recommendations. They also shall make and submit to the governor any reports and recommendations he deems necessary.

Local: Local advisory committee for exceptional children must be appointed to advise the school board. The members of this advisory committee, appointed by the school board, must represent the school division geographically and include representatives from community service organizations such as--Public Health, Mental Health, Social Welfare, Juvenile Court; from parent organizations such as--PTA, ARC, VACLD,and others; from business and industry. The aforementioned serve as sources from which a division may draw Committee personnel interested in and able to contribute to a program of special education. It is encouraged that a school board appoint a committee representative of a community both in composition and in size relation to school population. This committee must coordinate its efforts with the local advisory committee on Standards of Quality.

VIRGINIA

In addition, the superintendent of schools and/or the person assigned the responsibility for the division special education program shall serve as a representative on the committee of the local school division. Other staff personnel must serve as consultants for this committee. Divisions are encourage to include teacher, principal and other administrative staff for this function.

When regional planning is involved, the Advisory Committee should represent the region involved.

The school board shall appoint the Committee so that one-third of the membership will be re-appointed each year.

Under the direction of the Superintendent and/or his representative the functions of this Committee shall include:

a. assisting in developing plans for identifying children who need special services.

b. Cooperating and implementing survey procedure, with both the school and community facilities.

c. Assisting in the formulation and development of long range plans that will provide services needed in school division and the community under the direction of the division superintendent and/or his representatives.

d. Assisting in the development of priorities and strategies for meeting the identified needs.

e. Submitting reports on the committee's findings and recommendation for action.

f. Assisting in the dissemination and interpretation to the community of the committee's proposed recommendations, with plans for implementation.

WASHINGTON

PLANNING

State: The state department of special education provides overall leadership and direction for the state in program planning for handicapped children.

Local: Administration of the local special education program is a direct responsibility of the superintendent of schools of the individual district or his delegated representative.

Guidelines for the superintendent to consider in developing a program for special education and arranging for suitable State and local financial support are as follows:

1. A survey should be conducted in the district to determine number and type of handicapped children in need of special education services.

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2. If the survey indicate a need for education service for special education, the designated administrator should carefully consider the advisability of such recommendations in the light of the following necessary approval for:

a. personnel requirements to meet the needs of the proposed program
b. local cost of program and necessary approval of State funds
c. classroom space needed
d. special equipment required
e. school-community acceptance and cooperation
f. possible cooperative agreement of participation with other districts

WEST VIRGINIA

PLANNING

Local: The organization of a program of services for educating exceptional children should be initiated by the adoption of a philosophy of special education by the county. Included should be a statement of program objectives, a policy concerning the referral, selection, admission, transfer and termination of special education pupils, and procedures for evaluation and re-evaluation of exceptional pupils in the school district.

ADVISORY COMMITTEE

Local: The formation of an advisory committee, part of which could also serve as the required admission board, is recommended to foster community relationships and further the development of special education within the county. This committee should be appointed by the school board and be composed of energetic and professional citizens who are interested in the special education program.

WISCONSIN

ADVISORY COMMITEE

State: As required by law, the state superintendent has appointed an advisory committee on the education of the blind. This committee is composed of three adult blind persons as well as the superintendent of the Wisconsin School for the Visually Handicapped, state supervisor of schools for the visually handicapped, director of the bureau for exceptional children and the administrator of the division for handicapped children. This group counsels and advises the state superintendent on many matters and is of great help in suggesting ways in which to meet and approve the educational needs of blind children.

The state mental health and mental retardation program development committee is composed of representation from state agencies, statewide non-governmental associations, and from other professional, citizen, and community program groups. The basic responsibility of this advisory committee is directed to the over-all comprehensive development of mental health and retardation programs in Wisconsin, with emphasis on joint planning among local and statewide agencies and services.

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In turn, in order to implement the intent of this advisory committee, a program development committee, composed of highly trained professional persons and functioning under the auspices of the Mental Health Authority designed in the State Department of Public Welfare, was established.

This program development committee, made up of a program director, a coordinator of mental health services, a coordinator of mental retardation services and a special projects coordinator, has the responsibility of influencing the development of programs in mental health and mental retardation as indicated by the advisory action and intent of the state mental health and mental retardation program development committee.

Local: A special education advisory council of representatives of all civic groups and parent organizations who are interested in developing better community services for handicapped children--should be established in each local district or region. A similar interdisciplinary council of representatives from the professional ranks is advisable, e.g., institutions of higher learning, Division for Handicapped Children's Services consultant, local special education director, special education supervisors, general administrators, building principals, school psychologists, school social workers, therapists, reading consultants, nursing, medicine, etc.